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ABSTRACT

For more than 60 years, the Georgia State Board of Education has allotted funds to the University of Georgia for use in preparation of vocational teachers and administrators. Since passage of the 1963 Vocational Education Act, however, emphasis has been put on programs and services for specific groups of people, rather than on instructional areas of employment, as had previously been stressed; and the State Board of Education has become more accountable for the use of funds. To accomplish the change in funding patterns from block or basic grants to one of accountability at all levels requires a new model for funding. From a review of printed materials including documents, letters, state plans, reports, and draft copies of other information, evaluators determined present funding patterns and made the following recommendations for future funding procedures: (1) Priorities for vocational personnel development should be identified through formal needs assessments; selected on the basis of evaluations over criteria previously agreed upon by status leaders in vocational education; analyzed for priority resolution; stated in specific terms of human and non-human materials and fiscal requirements; and made the basis for developing requests for proposals to resolve priority problems. (2) All possible solutions to priority problems of personnel development should be identified and considered against predetermined criteria before being resolved. (3) Definitive criteria should be established for determining grant awards to universities for vocational personnel development programs. (4) Grants should be made on the basis of detailed proposals. (5) Other funding patterns should be considered; the most advantageous pattern would place all vocational educators in universities on line items within their universities' budgets. (RC)

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FINAL REPORT

A Third Party Evaluation

of the

"Basic Teacher Education Grant"

Prepared by

The Commission on Occupational Education Institutions
Southern Association of Colleges and Schools

B. E. Childers, Executive Director

K. M. Eaddy, Consultant for Evaluation

December 18, 1981

Atlanta, Georgia

CE 030 754

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I. EXECUTIVE SUMMARY

For more than six decades the Georgia State Board of Education has alloted funds to the University of Georgia for use in the professional preparation of vocational teachers, supervisors, and administrators. Federal vocational education acts have provided the dollars to the Board; and, in turn, the Board has used the funds to support the programs and services offered through various institutional arrangements. Programs, services, and activities were identified by university personnel; and they also assessed them to determine if the goals and objectives were achieved. Traditionally, State Board personnel have been instrumental in flowing funds to institutions, not in making decisions concerning the means by which the objectives were achieved.

Passage of the 1963 Vocational Education Act placed emphasis on programs and services for specific groups of people, rather than on instructional areas of employment, as did the prior Federal vocational acts. The changes brought about a shift of responsibilities at the higher education instructional levels to prepare vocational educators with different skills and knowledge from those prepared in the past. The change placed new demands upon the State Board of Education personnel responsible for allocating the funds to support teacher training programs and services. New demands for accountability raised new questions about the assignment and use of Federal vocational

professional development funds from Part 3 of the 1976 Vocational Amendments.

On a national basis new directions in teacher education funding during the last several years has been to move from basic, or block grants of dollars to one of competitive grants. In essence, a move to award funds on a basis of identified needs at the State level has been broadly accepted.

To accomplish the change in funding patterns from block or basic grants (where universities solely determine use of funds awarded) to one of accountability at all levels requires the implementation of a model in which the following components are included:

1. Identification and specification of personnel development problems and issues.
2. Analysis of requirements to be met in resolving the personnel development problems.
3. Selection and ordering of the problems to be resolved over predetermined criteria for selection.
4. Allocation of funds for the resolution of problems on a basis of predetermined and publically proclaimed criteria.
5. Close monitoring and revision of programs supported to resolve the problems.
6. Broad distribution and dissemination of programs and services found to be valuable in resolution of needs.

In response to a study of the system used to allocate basic

teacher education grant funds to the University of Georgia, the evaluators recommend that priorities for vocational personnel development should be:

1. identified through formal needs assessments, conducted in ample time to provide developers of the State Plan for Vocational Education with measurable objectives;
2. selected on the basis of evaluations over criteria previously agreed upon by status leaders in vocational education, business and industry, and the home;
3. analyzed for purposes of identifying facilitating and constraining requirements in the resolution of each priority;
4. stated in specific terms of human and non-human materials, and fiscal requirements as part of the required conditions for problem resolutions;
5. the basis for developing requests for proposals to resolve the priority problems.

The evaluators also recommend that:

6. All possible solutions to priority problems of personnel development be identified and considered against predetermined criteria before selections are made for resolution. The decision to award a basic grant for teacher education must be made on a basis other than tradition.
7. Definitive criteria should be established for determining grant awards to universities for vocational

personnel development programs and services. While tradition and past performances may be an important criterion, the additional criteria of: (a) fairness to other institutions having equal or unique expertise, (b) open competition to all institutions, (c) availability of facilities, (d) probability of achieving pre-established results, (e) interests of available personnel, and (f) commitment to different or other priority activities are important considerations for persons establishing criteria.

8. Grants should be made on the basis of: (a) detailed proposals containing specifications of how the priority problems of vocational personnel development will be resolved through programs and services, and (b) how evaluative devices will be used to determine grant performances over stated criteria in the objectives.
9. Other funding patterns should be considered as viable alternative methods of providing fiscal resources to institutions engaged in the resolution of State identified personnel development problems. For example, it is imperative to make funding provisions for continuous personnel development activities if realistic programs of vocational education are to be provided all students in Georgia through existing and future institutional arrangements. Viable services are founded upon the availability of professional personnel with

skills and knowledge demanded of vocational educators in a changing society.

Each funding pattern has advantages and disadvantages. The most advantageous pattern would place all vocational educators located in universities on line items within the several institutional budgets. Federal dollars could then be used to support special, short-term projects designed to improve vocational education for Georgia students and a changing labor market.

If the pattern is feasible, the State Department of Education must work cooperatively with university and State Board of Regents representatives to establish an operational system that will phase basic grants out over the period of time necessary to implement the changed pattern of flowing funds to institutions and organizations engaged in the vocational education process.

II. INTRODUCTION

This is an independent report, based upon a third-party evaluation, of the "Basic Teacher Education Grant" made to the University of Georgia for fiscal year 1981. To understand the report it is helpful for the reader to have a brief review of funding patterns used in Georgia and the nation to support vocational teacher preparatory programs and services. It is also necessary to be aware of the design for the study as a means to understand the logical derivation of recommendations.

In Georgia the State Board for Vocational Education has funded teacher preparation programs for more than sixty years. Beginning in 1918 and extending to 1946 the rules and regulations governing allocation of funds from the Smith-Hughes Act and the intervening acts, were used to provide the needed services and programs for agriculture, home economics, and trades and industry. With passage of the George-Barden Act, in 1946, Georgia universities were funded on the basis of needed teacher preparatory programs in trades and industry, agriculture, home economics, business occupations, and distributive occupations. As in the case of the Smith-Hughes Act, funding support for teacher preparation was included in the act; however, the emphasis changed. State Boards of Vocational Education were given the responsibility of deciding the amount of funding support for each occupational area, or field. Dollars were made available under contractural agreements for support of the vocational programs and services between the State Board

of Education and the university involved. Between the years 1917 and 1963 a major interest of State Department of Education officials in Georgia, and other states, was to monitor the areas of teacher preparation and certification included in the university program of work and State Plan. Responsible decision makers at the State Board level were not, in the early 60's, concerned with support of research, innovation, exemplary, evaluation, or accountability studies designed to improve vocational teacher education programs and services. These activities and the competencies required of teachers and administrators were left to the discretion of teacher educators.

The 1963 Vocational Act placed emphasis on vocational training for targeted groups of people in a society characterized by rapid technological advances, value assessments, and attitude changes, rather than on funding for specific occupational or industrial areas. With the changes in emphasis there was a rapid increase in numbers of programs in Georgia designed to accommodate the needs of people. There was also an increased attempt to involve vocational educators in the formulation, design, implementation, and evaluation of research and related programs of exemplary and innovative activities. With the above changes there was a corresponding requirement for increased numbers of educators with new and expanded skills and knowledge. State Department of Education personnel were interested now in quantity and quality of vocational teacher preparatory programs. Increased interest in quality caused greater

attention to be focused on programs of teacher education. This is especially so in the areas of systematic instructional design, student recruitment, placement and evaluation of graduates or completers, and in the techniques of planning, management, and control of resource allocation in comprehensive vocational programs. These concerns brought immediate attention to the allocation and use of state and federal vocational funds for personnel development. Research findings showing a direct relationship between student skills, knowledge and attitudes, and teacher competencies significantly increased the importance vocational decision makers are now placing on professional development of vocational staff.

The concerns relate naturally to funding patterns, and the consequences that follow their use are increasingly important to Georgia decision makers in vocational education. There are several strategies in use throughout the nation. All are being subjected to careful review by State Directors of Vocational Education. The general categories include a) basic grants, b) competitive grants, c) cost sharing, and d) salary reimbursement as patterns used by state departments of education in flowing dollars to vocational teacher education institutions. In Georgia a combination of the above strategies are used. The grant evaluated in this report is in the category of a basic, or block grant. The term, basic grant, is used here in reference to a sum of money awarded annually to the University of Georgia, Department of Vocational Education.

Funds from the grant must be used for conducting professional development activities which are considered additional to those expected as part of the undergraduate or graduate vocational teacher education program.

By the mid 70's many states decided to eliminate basic grants using federal act dollars to support teacher preparatory programs. There was a general feeling among vocational directors nationwide that the State legislature, the University Board of Regents, and University personnel were responsible for the professional preparation of all educators, including vocational educators with state funds. Vocational teacher educators have not totally agreed with the logic of leaving teacher preparation to state funding support. They have rebutted the arguments by stating that use of federal dollars to support innovations, evaluations, research, curriculum development, and other special projects has reduced the effectiveness of vocational teacher preparatory programs. However, a review of the literature fails to provide evidence in support of their argument.

Linda S. Letwin, Michigan State University, states the case succinctly in an unpublished paper when she wrote:

> "A variety of arguments exist both for and against providing funding to institutions of higher education for the preparation of vocational education teachers. Some individuals feel that the preparation of teachers is the function of a teacher education institution and therefore additional vocational dollars supplied by the state department of education is double funding. They further advocate that if dollars are supplied by the

> state department that they should be used only for those activities and programs which are over and above those needed for the basic preparation of the vocational education teacher. On the other side, vocational teacher educators argue that special funding should be made available for the basic preparation of vocational education teachers as such programs are more costly. State department of education officials argue that the day and age of excess vocational education funds is past and that every dollar must be spent in the most accountable manner possible. There is no longer the luxury of spending dollars without specific objectives and concrete, measurable outcomes. Objectives must be more carefully prioritized and the roles and responsibilities of the various educational groups must be openly established."

The Georgia Office of Vocational Education representatives are in close agreement with the last two statements of the above quotation. Therefore, this project to assess the "Basic Teacher Education Grant" was awarded with the intention of bringing an independent evaluation to bear on a funding situation that has endured many years of change in funding patterns for support of vocational teacher education in Georgia; that is to say, the basic teacher education grant.

The design for this evaluation was based on a discrepancy model. A model universally used by educators for decision-making and planning. It includes the components of priority identification, selection of alternative solutions to problems selected for resolution, evaluation of outcomes, and recommendations for revision or change based upon the identification and verification of needs.

The design was used by the evaluators to direct their

study to recommendations that are based on available information. Persons in responsible decision making roles at the State level can be assured that the recommendations are worthy of consideration.

Implementation of the design required evaluators to examine the numerous documents and other pertinent materials on file in the State Office of Vocational Education, and to interview key persons associated with the grant.

The following sections of the report present priority problem areas and selected resolutions to those problems of personnel development in Georgia; show results of the grant as implemented by the University of Georgia; identify differences between priorities and results; discuss each of the above sections, and list recommendations for possible improvements.

III. STATE PRIORITIES FOR VOCATIONAL PERSONNEL DEVELOPMENT AND SELECTED METHODS FOR RESOLUTION

The purpose of this section of the report is to establish a basis for reviewing grant results. In stating the areas of priority concerns for vocational personnel development, the evaluators used those contained in the latest Annual Program Plan for Vocational Education under the Vocational Amendments of 1976. The logic for the choice is obvious. However, the questions asked by the evaluators about the priorities may not be clear to a hasty reader; therefore, they are listed here for informational purposes.

1. Upon what basis were priorities identified and resolutions selected?
2. Were they stated as objectives with measurable outcomes?
3. Were the priorities analyzed for purposes of identifying required activities to resolve the problems?
4. Were all possible alternatives to resolve the priority problems considered against stated criteria?
5. Did consideration of resources required to resolve the priority needs include human, material, and fiscal resources?

The evaluators interpreted the State Plan information to include the following priorities for vocational personnel development. They are shown as goals and objectives with quantitative outcomes included to indicate the scope of the priority. Activities designed to achieve the outcomes are also shown as specifications of the objectives. Total funds allocated were $803,600.

FY 1980 ANNUAL PLAN AND BUDGET

LEVEL: Multi-Level

POPULATION: Multi-Group

GOALS	OBJECTIVES	OUTCOMES 1980	ACTIVITIES	BUDGETED TOTAL FUNDS 1980
4. (Continued)	4.1 (Continued)		vocational curriculum materials to be shared among the members on a cost recovery basis. Materials available to members through this association significantly reduces curriculum development costs.	
	V-TECS Fees		To continue membership in an eighteen state consortium whose members develop catalogs of performance objectives, criterion-referenced measures and performance guides for given occupations. These catalogs serve as the basis for curriculum revisions and development. Membership in the consortium enables each member state to share products with members and provides centralized quality control of products.	Included in Section 4.1 above
	V-TECS Catalogs		To develop catalogs of performance objectives, criterion-referenced measures and performance guides in two job areas. The objectives will be based on task analysis of a representative sample of job incumbents in the State. These catalogs will provide an up-to-date, thorough picture of what must be included in vocational training programs in their given areas to ensure that a student who completes a program will be prepared for employment.	17

16

GOALS	OBJECTIVES	OUTCOMES 1980	ACTIVITIES	BUDGETED TOTAL FUN 1980
(Continued)	(Continued)			
	Augusta Area Vocational-Technical School Project		The third phase of a project to convert a group-structured curriculum	
	Occupational Home Economics	20	To provide a workshop concerning the articulation of secondary and post-secondary Child Care and Development Programs	
	Administrative	900	To provide training for secondary and post-secondary administrative personnel involved in the Vocational Evaluation Improvement Program	
		170	To provide training to supervisors and instructional coordinators on managing the installation of individual instruction	
	To provide for a State Vocational In-Service Conference		To provide vocational education personnel in all service areas training which includes occupational updating and/or new instructional or supervisory methodology	Included i Section above
	Participants	4,000		
		25	To provide a workshop for Auto Body instructors presenting new painting techniques	
		25	To provide a Sheet Metal Workshop for secondary and post-secondary Trade and Industrial instructors	

GOALS	OBJECTIVES	OUTCOMES 1980	ACTIVITIES	BUDGETE TOTAL FU 1980
(Continued)	(Continued)			
		15	To provide a workshop for Graphic Arts instructors regarding the implementation of PICA curriculum	
		15	To provide a Red Cross Certification Workshop	
	Distributive Education	20	To provide an IDECC Implementation Workshop for secondary and post-secondary Distributive Education instructors	
		15	To provide a workshop for secondary and post-secondary Distributive Education instructors concerning Occupational Information for Georgia's marketing career	
		15	To provide a workshop to develop new innovative strategies for teaching Marketing and Distributive Education to students with special needs	
		35	To provide a workshop to prepare teacher coordinators to integrate student leadership activities and the Distributive Education instructional program	
	Business Education	25	To provide a workshop for secondary and post-secondary Data Processing Coordinators	

GOALS	OBJECTIVES	OUTCOMES 1980	ACTIVITIES	BUDGETED TOTAL FUN 1980
(Continued)	(Continued)			
To provide an adequate supply of competent educational personnel to operate vocational programs and to continually up-grade their abilities through in-service programs	To insure a continuous number of trained personnel to implement vocational education programs		To maintain funding for vocational education teacher training programs	$803,600 Subpart 3
	Number served (pre-service)	550		
	Open Entry	250	To provide an open entry approach to pre-service training of new vocational teachers at four sites throughout the state	
	New Teachers Institute	225	To provide training of new vocational education teachers at three sites throughout the state	
	New Vocational Administrators and Supervisors at Institute	25	To provide training of new vocational administrators and supervisors at Georgia State University	
	New Vocational Program Coordinators Workshop	50	To provide training of vocational coordinators of various service areas at Georgia State University	
	To provide central learning centers for vocational education in-service programs		To maintain six centers at major universities for in-service training and supportive in-service assistance for all regions of the state	
	Number of Centers	6		
	Number Served (In-Service)	3,500	Conduct in-service programs for 3,500 personnel (includes post-secondary as well as secondary teachers)	

GOALS	OBJECTIVES	OUTCOMES 1980	ACTIVITIES	BUDGETE TOTAL FU 1980
(Continued)	(Continued)			
	Trade and Industrial	50	To provide a Plumbing Workshop for secondary and post-secondary Trade and Industrial Instructors	
		25	To provide a Carpentry Workshop for secondary and post-secondary Trade and Industrial Instructors	
			To provide a Drafting Workshop for secondary and post-secondary Trade and Industrial instructors	

25

From a review of printed materials; including documents, letters, State plans, reports, and draft copies of other pertinent information, and from interviews with key persons associated with the grant, evaluators conclude that priority personnel development objectives were identified by persons closely associated with vocational education in Georgia. They were involved because of the status roles held within the system; because of their knowledge of vocational personnel development programs and services; because of their skills in performing professional and technical duties closely associated with the priorities; and because of their interest in improving the Georgia programs of vocational education in general, and personnel development in particular.

There was no evidence available to the evaluators that a formal need assessment was conducted to identify priorities, or problems requiring resolution in the area of personnel development. Nor was there evidence to indicate how resolutions were selected. On the other hand, it was clearly evident that State Department of Education personnel were diligent in their involvement of many educators and significant others in an attempt to list and quantify needed personnel development activities. The activities were based upon objectives, and projected outcomes were derived from stated goals. There is a logical flow from goals to objectives, to activities, to outcomes, and to budgets based upon subjective judgments.

IV. RESULTS OF GRANT IMPLEMENTATION

On March 12, 1981 the Georgia State Board of Education recommended approval of a Basic Teacher Education Grant to the University of Georgia in the amount of $215,000. The source of funding support was from sub-part III of the 1976 amendments to the 1963 Vocational Education Act. The following information depicts the best accounting available of results, or outputs of the grant. The source of information is from the University of Georgia, recipient of the grant.

SUMMARY OF IN-SERVICE TEACHER EDUCATION ACTIVITIES
BY DIVISION OF VOCATIONAL EDUCATION
UNIVERSITY OF GEORGIA
FY 80-81

ACTIVITY	SCOPE	STAFF DAYS
Agriculture Education		
Follow-up of first year teachers of Vocational Agriculture.	41 teachers, 18 group meetings, 92 individual meetings, 92 follow-up letters.	186 days
Developing Curriculum Materials.	4 instructional manuals, 1 instructors lesson plan package, 13 slide sets (650 slides).	25 days
Program planning in vocational agriculture with State Department of Education Personnel.	Two staff members in two meetings of 3 days each plus conferences.	14 days
Serving on evaluation teams for vocational education.	Five school systems.	15 days
Assisting with various FFA and Young Farmer activities.	Three district events, two state events.	9 days
Serving on ad hoc committee of Teacher Education Council.	Three meetings.	3 days
Improving the vocational agriculture instructional program-individual and District Teacher Conferences. (Consulting with teachers individually, participating in group and district conferences, serving on teacher committees.)	Approximately 100-125 teachers of vocational agriculture throughout the state.	25 days
Meeting with State Advisory Committee for vocational agriculture.	Two meetings.	4 days
Business Education		
Development of curriculum materials.	Revision of Vocational Office Training Manual; worked with 18 teachers.	10 days
	Developed individualized typewriting program, 25 sets-75 lessons, slides and tapes.	20 days
Assisting in promotion of FBLA student organization.	District Level (FBLA): Judge Clerk-Typist I 25 students.	1 day

ACTIVITY	SCOPE	STAFF DAYS
Business Education (Cont.)		
Assisting in promotion of FBLA student organization (Cont.)	Judge Future Business Executive - 25 students	1 day
	State Level (FBLA): Judge Data Processing - 35 students	½ day
	Judge Parliamentary Procedure-25 students	½ day
	Judge Ms. EOT/VOT - 16 students	1 day
	State Judge - Leadership	1 day
	Regional Judge - Interview Contest	1 day
	State Judge - Economics	1 day
Conducting workshops.	One-day staff development conferences at GVA/GBEA - 18 teachers.	2 days
	School Secretary Workshop: Baldwin County	2 days
	Dalton	2 days
	Richmond County	2 days
Consultant services involving school evaluations.	Recommendations on curriculum, equipment & facilities involving school evaluations: Richmond County (5 schools, 9 teachers)	3 days
	Muscogee County (1 school, 8 teachers)	3 days
	Paulding County (1 school, 6 teachers)	3 days
	Houston County (8 teachers)(2 staff members)	6 days
Conducting conferences.	Atlanta metro word processing, 40 teachers	1 day
	UGA Business Education Conference-531 teachers plus 70 students.	3 days
Consultant other Georgia college programs.	Georgia Southern College	2 days
SDE workshops	Two conferences-assisted.	2 days
Distributive Education		
Follow-up of first year teachers to assist them in program organization, reports, coordination, youth chapter work, curriculum, etc.	Each teacher has been visited once and 11 have been visited twice. There are two staff members involved. Preparation and travel time are included.	58 days

ACTIVITY	SCOPE	STAFF DAYS
Distributive Education (Cont.)		
Conducted a two-day conference and participated in a second conference for new teacher-coordinators of marketing and distributive education.	25 teachers, 3 groups, 46 individual meetings, 62 telephone conference calls and letters with teacher-coordinators were involved. We had total responsibility for one conference and acted as consultants to the second. Two staff members were involved in planning preparation, and presenting materials.	8 days
Leadership Development Conference for DECA Chapters.	Two staff members were involved for two days with approximately 130 local teachers. Staff were involved in presenting programs.	8 days
Participated with the State Department of Education in District and State DECA Competitive Events.	Two staff members were involved in the following activities: 1. Plan district and state competitive events. 2. Write district and state events for high school. 3. Write state post-secondary event. 4. State Career Development Conference--Two staff members, three days and two nights for 130 teachers and 600 students.	3 days 5 days 2 days 10 days
Conferences with local teachers.	A total of 41 teacher-coordinators requested some type of assistance involving from a few minutes to two days time. Such topics as curriculum, reference books, program organization and operation, report forms, follow-up studies, curriculum development and implementation, etc., were addressed. Many requests required time to prepare, mail material, travel, secretary time, etc.	92 days
In-service conferences and consultant services to local schools and junior colleges.	Ten schools requested specific assistance above the teacher level. Topics covered included total program reorganization, articulation of programs, general program organization, school store operation, computer assisted instruction, staff development, recruitment, curriculum development and implementation.	28 days

ACTIVITY	SCOPE	STAFF DAYS
Distributive Education (Cont.)		
Follow-up of staff development workshops conducted during the Summer 1980.	Follow-up activities were held for 18 teachers who were involved in two workshops and requested assistance. Others who registered for college credit are not included.	10 days
Evaluation of local vocational education programs.	Two staff members participated in six local program evaluation sessions.	18 days
Developed career ladder program for marketing and distributive education programs.	Assisted three junior colleges in developing career ladder programs in marketing and distributive education.	8 days
Plan programs for non-certified teachers to meet minimum requirements to fill vacancies in local school programs. Assisted teachers with Staff Development Unit toward certification.	Approximately 8-10 individuals had programs planned to meet minimum requirements to fill vacancies. They did not plan to pursue a degree. Many registered on other campuses for certification credit.	15 days
Miscellaneous meetings and consultant services with State Department Staff to plan Staff Development Credit programs.	Approximately 5-10 teachers participated in the staff development programs.	5 days
Health Occupations Education		
Follow-up of first year teachers of Health Occupations. (7 teachers).	Site visits each quarter; individual meetings; correspondence.	15 days
Implementation of Individualized Curriculum for Health Occupations Secondary and Post-Secondary (PNE).	Conferences with project coordinator; review of findings and problems; revisions; preparation of final report.	14 days
Consultations - Local School.	Visits to HOE programs.	3 days
Inservice Conference.	Coordination/presider.	1 day
Program planning in HOE with SDE personnel.	In-Service Conference.	3 days
Ad hoc Committee of Teacher Education Council.	One meeting; review of materials.	1½ days
Counseling teachers re: vocational education certification requirements. (30 teachers).	Average 2 hours/week.	12 days
Preparation of health occupations materials for sex equity project. (Not funded.)	Collection and organization of information.	5 days
Evaluation of transcripts for non-degree teachers. (30 teachers).	Average 1 hour/week.	6 days

ACTIVITY	SCOPE	STAFF DAYS
Home Economics Education		
New Teacher Follow-up	Session at Teacher Conference (35) and two 1-day conferences, Nov. (31), Feb. (20).	10 days
	Individual help-approximately 30 telephone calls, letters and conferences.	10 days
Evaluation	Local programs (4) - DeKalb Tech, Upson County, Paulding County, Candler County.	12 days
Curriculum Implementation	Four 1-day district workshops involving approximately 700 teachers and a session at Teachers Conference.	10 days
Student Organization (FHA)	Leadership speech for 22 state officers and 22 advisors.	1 day
	Advisory services to state advisor.	3 days
	Participation in district meetings by three staff members.	3 days
	Participation in State meeting by three staff members.	6 days
	Special sessions (2) for 30 HERO advisors.	1 day
	Participation in National meeting by one staff member.	8 days
Individual and Group Teachers Conference	In-service meetings (2) for 22 supervising teachers.	2 days
	Individual conferences upon request - 30 teachers.	15 days
Curriculum Development	Beginning revision of Teaching Foods Bulletin.	5 days
In-Service	Clothing Occupational Teacher Workshop (15).	1 day
	Consumer Education class in Sandy Springs (10 teachers).	15 days
	Nutrition Education class on weekends (30 teachers).	15 days
	Future Homemakers Workshop on weekends (13 teachers).	15 days

ACTIVITY	SCOPE	STAFF DAYS
Home Economics Education (Cont.)		
In-Service (Cont.)	General Occupational Workshop (five persons for two weeks).	15 days
	Internships for 10 teachers.	20 days
	State Teachers Conference for four staff members.	16 days
	Staff Development at Athens Tech (10 persons).	1 day
Career Guidance	Evaluation of transcripts for certification (60).	5 days
	Advisement for non-certified persons holding degrees (20).	5 days
Other	Advising with State Department Staff	3 days
	Participation in Sex Equity Project (Not funded).	10 days
	Participation in Regional Conference for National Program Standards (three staff members).	6 days
	Conducted a survey of in-service needs of all 750 teachers.	4 days
Industrial Arts Education		
Fall meeting of Industrial Arts teachers.	Program planning, demonstrations, consultation on classes and facility planning.	25 days
Industrial Arts recruitment.	Two Macon meetings with State Department staff and Industrial Arts teachers. Preparation and publication of materials for secondary school counselors and Industrial Arts teachers.	28 days
Assisting with youth club state program.	Judging state events.	3 days
Local school evaluation.	1 school	3 days

ACTIVITY	SCOPE	STAFF DAYS
Trade & Industrial Education		
Conducting special problems courses for Trade and Industrial teachers through individualized, independent study.	The Trade and Industrial Education Department conducted 16 special problems classes which dealt with specialized instruction in a problem area. Through these efforts curriculum materials were revised or developed and many other instructional areas improved in local school programs (60 individuals).	80 days
Conducting a two day follow-up seminar for DCT Coordinators.	21 individuals.	4 days
Consultantships to local schools having Vocational Programs.	The Trade and Industrial Education Department worked with teachers and administrators in local schools on a variety of problem areas (200 individuals).	40 days
State evaluation local system team visits	Served on seven team visits (7 systems) (200 individuals).	28 days
Service provided on the State Department regarding VICA.	Provided leadership services to VICA at the area, district, state and national levels including instruction, consultation, judging and conducting contests (3,000 individuals).	45 days
Service to local school in regard to VICA.	Served as local contest judges, speakers at banquets and assisting Trade and Industrial teachers with club advisement (100 individuals).	10 days
Work with CESA	Provide curriculum development services to Northeast Georgia CESA unit (25 individuals).	1 day
Conference Planning	Conferences with State Department personnel for New Teachers' Institutes, skill workshops and State In-Service Conference. (All Trade & Industrial teachers benefit).	24 days
Instructional planning and Conference planning to deliver New Teachers' Institutes, Staff Development Workshops, and State In-Service Conferences.	Considerable effort spent in planning for staff development workshops, the New Teachers' Institutes, and the State In-service Training Program. This effort has involved considerable travel to meet with planning committees composed of teachers and administrators, as well as, time required to plan for and deliver instructional services. (All Trade & Industrial teachers benefit).	30 days

ACTIVITY	SCOPE	STAFF DAYS
Trade & Industrial Education (Cont.)		
Participated in the development of curriculum guides as a service to the State Department of Education.	150 individuals.	10 days
Provide advisement services to Trade and Industrial teachers and administrators regarding state certification requirements.	800 individuals.	20 days
Assisted in preparing responses to R F P's from the State Department of Education.	All Trade & Industrial teachers benefit.	10 days
Vocational Education		
Direct assistance to special groups such as RVI, PECE, etc.	a. Seminars to RVI teachers (approximately 60 teachers)(1 staff member)	4 days
	b. Conducting week-long workshops for electro-mechanical instructors.	25 days
	c. Presenting/reporting to educational administrators (375 people-3 different reports-5 staff members).	8 days
	d. Reporting to student personnel workers (45 people-1 staff member).	3 days
	e. Assisting CVAE instructors with curriculum materials distribution.	10 days
	f. Cluster Study presentation (Approximately 400 people) (1 staff member).	3 days
	g. Advise in program planning	1 day
Serve as reactors and assist state staff in developing objectives and plans for existing and proposed activities.	a. Work with Vocational Curriculum Center in support of various curriculum plans and guidelines for curriculum materials and utilization plans for V'TECS catalogs.	10 days
	b. Assisted in planning Summer In-Service activities.	10 days

ACTIVITY	SCOPE	STAFF DAYS
Vocational Education (Cont.)		
Serve as reactors and assist state staff in developing objectives and plans for existing and proposed activities (Cont.).	c. Assisting with VICA programs.	15 days
	d. Judging VICA contests.	2 days
Serve on State Department of Education committees beyond those required to meet University work requirements, i.e., V'TECS review committees, etc.	a. Agriculture Education Committee for certification, V'TECS field review and Career Education Advisory Council.	15 days
	b. Internship activities on behalf of staff and SDE (1 staff member).	30 days
	c. Direct assistance to SDE Performance Based Teacher Certification Project on NOCTI testing (1 staff member).	4 days
	d. Curriculum Articulation Committee.	1 day
Assistance to local schools in implementing curriculum and staff development projects funded for them by the State Department of Education.	a. Assist Augusta Tech in preparing a proposal for SDE funds.	4 days
	b. Assist Athens Tech with staff development projects.	3 days
	c. Assist Harmon Fowler's Articulation Project.	5 days
	d. Assist and establish Horticulture program at Athens Tech CETA program (1 staff member).	1 day
	e. Assistance to other CETA programs (1 staff member).	1½ days
Participation on local school SDE evaluation teams.	a. Telfair County	3 days
	b. Atlanta City	2 days
	c. Hall County	3 days
	d. Bartow County	3 days

ACTIVITY	SCOPE	STAFF DAYS
Vocational Education (Cont.)		
Participation on local school SDE evaluation teams (Cont.).	e. Thomaston	3 days
	f. Stephens County	3 days
	g. Fort Valley	3 days
	h. North Georgia Tech	3 days
	i. Pickens Tech	3 days
Curriculum installation and utilization.	a. Provided curriculum information to teacher educators in all universities and colleges (5) with vocational education programs (2 staff members assisted with this task).	15 days
	b. Curriculum materials acquisition and utilization (3 staff members directly involved-135 schools assisted).	300 days
	c. Direct assistance to New Teacher Institute on using individualized materials (3 staff members, 2 New Teacher Institutes).	6 days
Curriculum Development	a. Graphic Arts (1 staff member)	30 days
	b. Landscape Plant Identification Slides (1 staff member).	20 days
	c. Planting Shrubs and Trees (1 staff member).	10 days
	d. Direct assistance to SDE Ag. Curriculum Personnel.	25 days
	e. Industrial Electricity Slides (1 staff member).	2 days
	f. Additional Work on Electro-Mechanical Program.	772 days
	g. Additional work on Articulation Project (1 staff member)	20 days
	h. Making slides for GSC Sex Equity Project (1 staff member).	10 days

ACTIVITY	SCOPE	STAFF DAYS
Vocational Education (Cont.)		
Curriculum Development (Cont.)	i. Assistance to Sex Equity Project (1 staff member).	10 days
	j. Assistance in planning RVI curriculum materials.	3 days
	k. Preparing V'TECS Instructional Module.	3 days
	l. Assistance to Project SERVE.	3 days
	m. Special assistance to Job Placement Project not included in budget.	20 days
	n. Special assistance to Student Recruitment Project not budgeted.	12 days
University staff frequently lead workshops, make presentations and help plan summer in-service activities other than those activities funded via staff development for improvement of instruction.	a. One staff member planning summer in-service activities for Auto Mechanics and Transportation.	5 days
	b. Summer in-service workshop for DE teachers (1 staff member).	1 day
	c. Horticulture Workshop (1 staff member).	1 day
Providing assistance for implementing new comprehensive high schools.	a. Four schools (3 staff members)	5 days
	b. Bibb County-workshop and consultant services.	10 days
Assisting local school systems in identifying prospective teachers (not confined to our graduates).	a. Direct assistance to local schools and identifying prospective teachers and in supporting prospective teachers and administrators in their search for work (1 staff member).	5 days
Conduct custom-developed in-service classes both for local school improvement and for certification purposes.	a. Conducted 3 in-service classes designed to aid local teachers with curriculum implementation, etc.	18 days
Support the state "subpart III" unit by responding to RFP's and developing innovative projects, etc.	a. Four RFP's responded to (13 staff members).	170 days
Central Office Administrator of all programs (12.5%)		31 days
TOTAL		2946 days

A study of the results indicates that 2,946 staff days were used to provide the services noted in the report. According to University sources the number of days is equivalent to 11.78 staff positions working full-time. Further information from the University indicates that 8.38 staff positions were budgeted through the basic grant; this means that 3.40 more staff positions were available for professional development activities than were budgeted. Upon questioning the discrepancy, it was reported that the University of Georgia budget provided the extra staff time, salary, and expenses.

Since funds from the basic grant are co-mingled with funds from other sources to support the Vocational Department, it was not possible for evaluators to absolutely account for individual funding sources used in accomplishing the priorities of personnel development established by the State Office of Vocational Education. Detailed accounts of personnel assignments, including in-service and pre-service activities performed were available.

An examination of activities, included in the summary of in-service teacher activities conducted through the basic grant, was made to determine compatability with stated areas of priority published in the State Plan. A comparative analysis between the two documents was not productive. However, consultation with personnel in the State office provided some information useful to the evaluators, but was not helpful in determining the extent of congruence between

the two list. For example, 68 agricultural teachers received follow-up services as opposed to the 41 reported. In the area of Industrial Arts, it was reported the number of days seemed to be excessive. Usually such activities as consultation with teachers about classes, recruitment, and serving on evaluations are performed by other institutional representatives without cost. Is this a legitimate charge of staff time against the grant fund by the University of Georgia?

In the area of Special Needs, State Department of Education personnel are not aware of seminars to 60 R.V.I. teachers and the assistance provided C.V.A.E. instructors with curriculum materials distribution.

P.E.C.E. personnel knew of no services rendered to the P.E.C.E. groups under the grant, since appropriate staff members are available only during the summer. There were services performed, but they were contracted through a personnel development grant.

It was not possible with available data to determine the extent to which results reported were supported through other grants or contracts. This raises questions about duplication of funding support for the items included in the report of the grant. Evaluators were not able to determine if duplication of payment for services rendered were made.

Responding to R.F.P's from the State Department of Education was listed as a result of the grant; however, other university personnel do not receive grant assistances in preparation of proposals.

The practice of paying one university to prepare R.F.P.'s constitutes an inequity of support to other university personnel and creates a climate for possible grievances from university personnel not receiving the contract for which a proposal may have been submitted.

Continued study of the activities supported by the grant indicates funds were used, among other things, to reimburse staff who:

- advised teachers about certification requirements
- assisted youth groups
- served on an ad hoc committee of the Teacher Education committee
- held conferences with local teachers
- provided the N.E. CESA Unit with curriculum development services
- responded to R.F.P.'s let by the State office
- identified prospective teachers
- served as reactors to State staff

The above activities are general and non specific. They represent the kind of activities the State Office of Vocational Education does not support with sub-part 3 dollars for other universities.

The basic grant provided numerous contacts with teachers, administrators, and supervisors in all occupational areas. Evidence of much assistance to vocational educators at the local and State levels was available. However, a question

left unanswered was: Would the State Department of Education buy the services through competitive grants if the basic grant did not exist? There are many facets to this question and time did not permit investigation of them. However, discussions with University of Georgia personnel in the College of Education was profitable to the evaluators. It made abundantly clear that:

1. The funding pattern of basic grants to the University has a long tradition.
2. Continuous effort is made to track assignments of staff and faculty to outcomes of project activities.
3. Requests received for services from the State Office of Vocational Education, or from local educational levels, were performed by staff and faculty having the greatest expertise in the area of work requested.
4. University of Georgia personnel are supportive partners to the Georgia state vocational system.
5. Provision of services, especially in-service personnel development programs, require long range planning and adequate fiscal support from the State. University faculty required to perform quality planning, implementation, evaluation and constant revision of personnel development activities must be available (from some source) for productive instruction, supervision and administration.

V. RECOMMENDATIONS

The evaluators recommend that priorities for vocational personnel development should be:

1. Identified through formal needs assessment, conducted in ample time to provide developers of the State Plan with measurable objectives to be achieved.

2. Selected on the basis of evaluations over criteria previously agreed upon by status leaders in vocational education. The leaders should be representative of all professional vocational educators and their partners in business, industry, and the home.

3. Analyzed for purposes of identifying facilitating and constraining requirements in resolving each priority problem. The requirements should become major factors of consideration when decisions are made to order the priorities from high to low levels for possible funding considerations.

4. Stated in specific terms of the human, non-human materials, and fiscal requirements as part of the stated conditions for problem resolution.

5. The basis for developing requests for proposals to resolve the priority problems.

All problems have more than one solution; therefore, it is imperative that all possible alternatives be examined against the predetermined requirements for resolution. This can best be accomplished if the assessments of needs for vocational educators are based on valid and reliable statements of competencies. Evaluators emphasize the importance of producing and using state of the arts studies to the identification of competencies required of vocational teachers, administrators, coordinators, supervisors, researchers, and evaluators, since the first step in assessing needs of vocational educators is the specification of ideal competencies required to function effectively.

The evaluators also recommend that:

6. All possible solutions to priority problems of personnel development should be identified and considered against predetermined criteria before selections are made for resolution.

   The decision to award a grant in the amount of $215,000 for vocational personnel development to the University of Georgia should be made on bases other than tradition.

7. Definitive criteria should be established for determining grant awards to universities for vocational personnel development programs and services. While tradition and past performances

may be an important criterion, the additional criteria, of: a) fairness to other institutions having equal or unique expertise, b) open competition to all institutions, c) availability of facilities, d) probability of achieving pre-established results, e) interests of available personnel, and f) commitment to different or other priority activities are important considerations for persons establishing criteria.

8. Grants should be made on the basis of: a) detailed proposals containing specifications of how the priority problems of vocational personnel development will be resolved through specific programs and services, and b) evaluative devices for determining grant performances over stated criteria in the objectives.

In this regard materials on file adequately document annual improvements in the requirements for reports of activities, days allocated to broad activities, persons served, and occupational areas involved. They indicate constant improvements on the part of the State Office of Vocational Education representatives to be accountable for controlling the expenditure of grant funds in the sub-part 3 area of the State Plan. The State Director, and all other persons associated with the grant, should be commended for diligent work

to improve the grant award system of flowing funds to the University of Georgia.

9. Funding patterns, other than basic grants, should be considered as viable alternative methods of providing fiscal resources to institutions engaged in the resolution of State identified personnel development priorities. For example, it is imperative to make funding provisions for continuous personnel development activities if realistic programs of vocational education are to be provided all students in Georgia through existing and future institutional arrangements. Viable services are founded upon professional personnel with skills and knowledge demanded of vocational education in a society characterized by rapid technological, educational, and economic changes.

Each funding pattern has advanatages and disadvantages. Basic grants could guarantee S.D.E. personnel a: 1) continuity of professional services; 2) structure designed to increase efficiency of operations within professional personnel development services; 3) professional long-range plan for improving in-service offerings to Georgia educators; and 4) a basis for conducting accountability studies. If the

guarantee is to be a reality, basic grants must: 1) be awarded with stipulations requiring separate budgets for each grant; 2) not be co-mingled with other grant or contract awards; and 3) specify the conditions for reporting results related to state identified priorities.

The major disadvantages of competitive grant patterns of funding are 1) lack of continuity in the area of personnel; 2) reluctance of institutions to accept one time, short range, contracts; and 3) difficulty of institutions to identify and employ part-time or adjunct personnel who have the required competencies to perform adequately and efficiently the specified results called for in the project.

The most advantageous funding pattern to be used would place all vocational educators located in universities on line items within the several institutional budgets. Federal funds could then be used to support special projects designed to produce needed products, materials, processes, and systems to improve the existing pre- and post-service programs and services necessary for continuing and expanding the labor market and individual needs of Georgia citizens.

If this pattern is feasible, the S.D.E. personnel should cooperate with University and State Board of Regents representatives in establishing the system. The existing basic grant should then be phased out over the period of time required to place existing personnel, supported with basic grant funds, on university budgets or on other budgets within the system.

In this manner, professional personnel will be available to perform the continuous services required in the area of personnel development and release Federal funds for special projects and services.